



# SESSION

# Guidelines for Eating Away From Home

DMCN-EA
Guidelines for Eating
Away From Home

### STATEMENT OF PURPOSE

This session provides information for choosing healthy food when eating away from home.

### **PREREQUISITES**

It is recommended that participants have knowledge of the basics of healthy eating. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, Sections 1 and 2, prior to this session.

### LEARNING OBJECTIVES

DMCN-EA-1 Identify two or more things that may affect a person's food choices when eating away from

home.

DMCN-EA-2 Identify two or more ways to plan ahead for healthy food choices when eating away from

home.

DMCN-EA-3 Identify two or more ways to make healthy food choices when eating away from home.

DMCN-EA-GS State or write a personal plan for eating away from home.



### CONTENT

Healthy food choices when eating away from home for nutritional management of diabetes

### **MATERIALS NEEDED**

### **Visuals Provided**

- #1 Eating Away From Home: What Affects Your Food Choices?
- #2 Eating Away From Home: Planning Ahead
- #3 Eating Away From Home: Making Healthy Food Choices
- #4 Fast Food Choices
- #5 Eating Out in Restaurants
- #6 Celebrating With Food—"Passing the Dish" in a Healthy Way
- #7 Potluck Strategies
- #8 How to Survive the Miles and the Temptation
- #9 Eating Away From Home: Things I Would Try
- #10 Changes I Can Make

### **Additional Resources**

Food models, including "fast food"

Samples of local restaurant menus

Samples of menus for common feasts, celebrations, potlucks, etc.

Restaurant "Nutrition Composition" booklets

Plate Method (Lunch/Dinner)

Potlucks

Diabetes Prevention Program—Lifestyle Change Program

**BEST Program** 

### METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. The instructor may need to provide content in more than one session depending on participants' knowledge and learning needs. **This session is an introduction only, and individuals need to be referred to a registered dietitian for an individualized meal plan. Eating away from home is one of the greatest challenges to healthy eating.** 

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. **Instructors need to avoid giving these materials to participants without explanation.** 

Use a creative icebreaker. (See *BYLD*, Introduction on p. XIII for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to discuss how to choose healthy foods when eating away from home.



Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants' learning needs. Be creative and encourage interaction. Because eating away from home is one of the greatest challenges to eating healthy, allow participants opportunities, such as role playing, to apply content learned.

# **CONTENT OUTLINE**

Objective	Content	Instructor's Notes
DMCN-EA-1. Identify 2 or more things that may affect a person's food choices when eating away from home.	These are some of the things that may affect a person's food choices when eating away from home:	Ask, "What affects your food choices when you eat away from home?" List/discuss responses.  Visual #1: Eating Away From Home: What Affects Your Food Choices?
	sight and smell of food	The sight and smell of food may make people think about food. People may then eat, even if not hungry.
	people around us	Friends, family, co-workers, etc. may affect our food choices.
	thoughts and feelings	Some people eat for comfort.
	• time	When people are busy, they may choose foods that are convenient.
	• convenience	Convenience foods are more likely to be high in sugar and fat.
		People may also eat more food when it is readily available in their day-to-day surroundings. Ask, "In the past few days, where have you gone where prepared food has been readily available?" List/discuss responses.
	• hunger	When people are hungry, they may eat a lot of food and eat it fast.
	• cost	Low cost may lead people to choose "super-size" or "all-you-can-eat" portions.



Objective	Content	Instructor's Notes
DMCN-EA-1. (continued)	advertising	Advertisements may make us want to eat or drink even if we are not hungry.
	special occasions/gatherings	Food is usually part of special occasions or gatherings, such as celebrations, potlucks, meetings, etc.
DMCN-EA-2. Identify 2 or more ways to plan ahead for healthy food choices when eating away from home.	Planning ahead for eating away from home can help a person with diabetes make healthy food choices.	Ask, "Think about a time when you needed to eat away from home. What did you do, or what could you have done, to plan ahead for healthy food choices?" List/discuss responses.
		Visual #2: Eating Away From Home: Planning Ahead
	Planning ahead includes taking time to:	People often need to eat away from home during work, school, travel, etc.
	think about what is important about eating away from home	
	think about personal health goals	
	choose an eating place with healthy food choices	It is helpful to choose an eating place that uses symbols to mark the healthy food choices on the menu.
	avoid skipping meals	Eat at least 3 meals a day. Avoid going more than 5 hours without eating something. This helps prevent hunger that may lead to overeating and unhealthy food choices.
	eat with people who support healthy food choices	It may be helpful to eat with a friend who is willing to share a meal.
	think about the meal plan	Think about menu items that would fit best in the personal meal plan.
	think about food portions	Food portions are often too large in restaurants. Using the <i>Plate Method</i> and



Objective	Content	Instructor's Notes
DMCN-EA-2. (continued)		food models, have participants practice visualizing how much food they want on their plates. Make plans for taking extra food home.  See <i>BYLD</i> , Session #4: Section 2, <i>Basics</i>
		of Healthy Eating for more information on the Plate Method.
	eat a healthy snack	For example:     • eat a small snack before leaving home     • take a low-calorie snack with you, such as vegetable juice or fresh fruit.
		This prevents being overly hungry and assures that some healthy food is eaten.
	• limit alcohol	Alcohol increases hunger and may lead to unhealthy food choices.
	bring seasonings and sugar substitutes	See <i>BYFC</i> , Session #5: <i>Introduction to Healthy Cooking</i> for more information on seasonings and sugar substitutes.
	bring healthy food to potlucks	For example, bring a vegetable plate, tossed green salad or fruit.
		See BYLD, Session #4: Healthy Eating: Diabetes and Real Life Activity— Potlucks for more information and a problem-solving activity related to potlucks.
DMCN-EA-3. Identify 2 or more ways to make healthy food choices when eating away from home.	These are some ways to make healthy food choices when eating away from home:	Ask, "What things have you tried when eating away from home to help you make healthy food choices? What worked? What did not work?"  List/discuss responses.
		Visual #3: Eating Away From Home: Making Healthy Food Choices



Objective	Content	Instructor's Notes
DMCN-EA-3. (continued)		Have participants role-play examples of ways to choose healthy foods at eating places, such as:  • asking for smaller portions or substitutions  • removing table advertisements  • sharing food  • removing extra food  - it may be best to do this at the start of the meal  - this may also be done at the end of the meal  • ask for plate to be removed  • ask for a "to-go" container
	choose healthy foods	Order foods that are part of the personal meal plan.  For example, choose:
		<ul> <li>foods low in sugar and fat</li> <li>baked/broiled meat, fish or chicken</li> <li>vegetables (raw or steamed)</li> <li>fresh fruits</li> <li>butter/margarine, sour cream, sauces and salad dressing on the side</li> <li>low-sugar or sugar-free drinks and desserts</li> <li>low-fat or fat-free (skim) milk</li> <li>water instead of soda/pop</li> </ul>
		Provide samples of menus from local restaurants and menus for common feasts, celebrations, potlucks, etc. Assist participants in making healthy food choices from the menus.
	choose smaller portions	For example:     • share food     • take half of the meal home     • order an appetizer as a main dish     • order a smaller size such as senior/child, half portion or cup instead of bowl     • avoid second servings



Objective	Content	Instructor's Notes
DMCN-EA-3. (continued)		<ul> <li>serve yourself smaller portions</li> <li>use a small plate</li> <li>take a small amount of high sugar/fat foods</li> <li>check all the food on a buffet first and then choose 3 or 4 favorite foods</li> </ul>
		See <i>BYLD</i> , Session #4: <i>Healthy Eating</i> for more information on portions, potlucks and the <i>Plate Method</i> .
	make substitutions	For example:  • baked potato instead of french fries  • tomato juice, green salad or raw vegetables for any side dish  • fresh fruit for high sugar/fat dessert  • whole grain breads for breadsticks, corn bread or biscuits
		Visual #4: Fast Food Choices Have participants identify the "fast food" restaurant(s) where they eat. Ask them to look at the individual calories for food items and the total calories for the meal. Ask them to compare calories for the original choices and the substitutions. List/discuss responses.
		Emphasize that there are healthier choices at "fast food" restaurants.
	manage surroundings	For example:     • eat slowly     • enjoy the conversation     • remove advertisements (table tents) from the table     • sit far away from the buffet table
	choose sugar-free drinks	For example:  • water  • iced tea  • club soda  • diet soda/pop



Objective	Content	Instructor's Notes
DMCN-EA-3. (continued)		Drinks may fill a person up so he/she eats less.  Distribute and discuss Visual #5: Eating Out in Restaurants, Visual #6: Celebrating With Food: "Passing the Dish" in a Healthy Way, Visual #7: Potluck Strategies and/or Visual #8: How to Survive the Miles and the Temptation.
DMCN-EA-GS. State or write a personal plan for eating away from home.	Making changes in habits, such as choosing healthy foods when eating away from home, is easier when plans are broken down into small, easy-to-do steps.	Visual #9: Eating Away From Home— Things I Would Try  Assist participants in completing Visual #9 before they make their personal plan.  Note: The Diabetes Prevention Program—Lifestyle Change Program and BEST Program (see Sources for Additional Materials, p. 123) are helpful resources for ideas and activities to support behavior change related to planning, social cues and problem- solving when eating away from home.  Visual #10: Changes I Can Make  Assist participants in making a personal plan for eating away from home.  See BYLD, Session #3: Making Healthy Changes.



## SKILLS CHECKLIST

Participants will be able to choose healthy food when eating away from home.

# **EVALUATION PLAN**

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and healthy food choices when eating away from home to achieve these goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

### **DOCUMENTATION PLAN**

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current *IHS Patient Education Protocols and Codes (PEPC)*.

